



2016-17 Annual Report

“Learning never exhausts the mind.”

Leonardo DaVinci

District #4185

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DaVinci Academy of Arts and Science

Annual Report 2016-17

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Introduction

The purpose of this report is to summarize the progress and achievements of The DaVinci Academy of Arts and Science for the 2016-17 school year. This annual report provides a comprehensive description of the school's current performance and its educational programs and practices. This annual report meets the required data elements contained in the state statute approved by the Minnesota Department of Education.

For purposes of this report, The DaVinci Academy of Arts and Science will be referred to as "DaVinci Academy".

Any discussion in this report regarding policies, by-laws, or practices is current as of the date of this report. The reader should refer to DaVinci Academy's website, www.davincicharterschool.org, for minutes of the school board and current policies, to ensure nothing has changed.

Brief History

DaVinci Academy of Arts and Science opened in the fall of 2008, serving kindergarten through sixth grade, with a beginning enrollment of 163 students and an end of the year enrollment of 187 students. For the 2009-2010 school year, DaVinci Academy expanded to include students in seventh grade, ultimately serving 275 students. In 2010-2011 we expanded to eighth grade and served 375 students. With the eighth grade expansion, we also expanded to two sections in the fourth and fifth grades.

Our enrollment has continued to grow and in 2016-17 we started the year with 441 students and ended with 435 K-8th grade students.

2016 NATIONAL BLUE RIBBON SCHOOL OF EXCELLENCE



In 2016 DaVinci Academy of Arts and Science was nominated by the Minnesota Commissioner of Education as a National Blue Ribbon School. We applied for the award and received the 2016 **National Blue Ribbon School of Excellence Award for Exemplary School Performance**.

"The National Blue Ribbon Schools Program Recognizing Great American Schools Since 1982"

*"The National Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. Every year the U. S. Department of Education seeks out and celebrates great American schools, schools demonstrating that all students can achieve to high levels. More than 7,500 of schools across the country have been presented with this coveted award. The National Blue Ribbon School award affirms the hard work of students, educators, families, and communities in creating safe and welcoming schools where students master challenging content. " **

- <http://www2.ed.gov/programs/nclbbrs/index.html>

ZooMS Exhibit Design Challenge Winners

In 2017, our teams once again participated in the ZooMS (Zoo Math and Science) Exhibit Design Challenge. This Minnesota Zoo challenge asks classes to develop a solution to a real problem at the zoo. DaVinci Academy students received the following awards:

2nd Place Elementary Exhibit Design

'Snow Monkeys'

Mahati, Roshni, Gracie



3rd Place Elementary Exhibit Design

'Funky Snow Monkey Exhibit'

Reya, Maya, Anna



Conservation Award- Middle School

Snow Monkey Exhibit Redesign

Addie, Grace, Sissy



Fifth Grade National Champions Continental Math

Each year students in grades 2 – 8 participate in the Continental Math League. The fifth grade team, pictured below, were the National Champions in Continental Math. This is the second National Championship for many of these students who were also on the National Championship team when they were in third grade. In 2016, we also had 6 individual national Champions and 4 regional winners.





School Expansion

Since 2008, DaVinci Academy has operated at 13001 Central Ave. in Blaine. To accommodate more students and programs, we are building a new school at 532 Bunker Lake Boulevard in Ham Lake, approximately 2 miles from the current site. A 104,000-square-foot, three-story building is under construction by the Rochon Corporation, opening in time for the 2017-2018 school year. Eventually, the new school will accommodate more than 1,000 students.

On June 20, 2016 students, staff, board and family members participated in a groundbreaking ceremony at the future home of the school.



Mission, Vision and Pillars

Mission

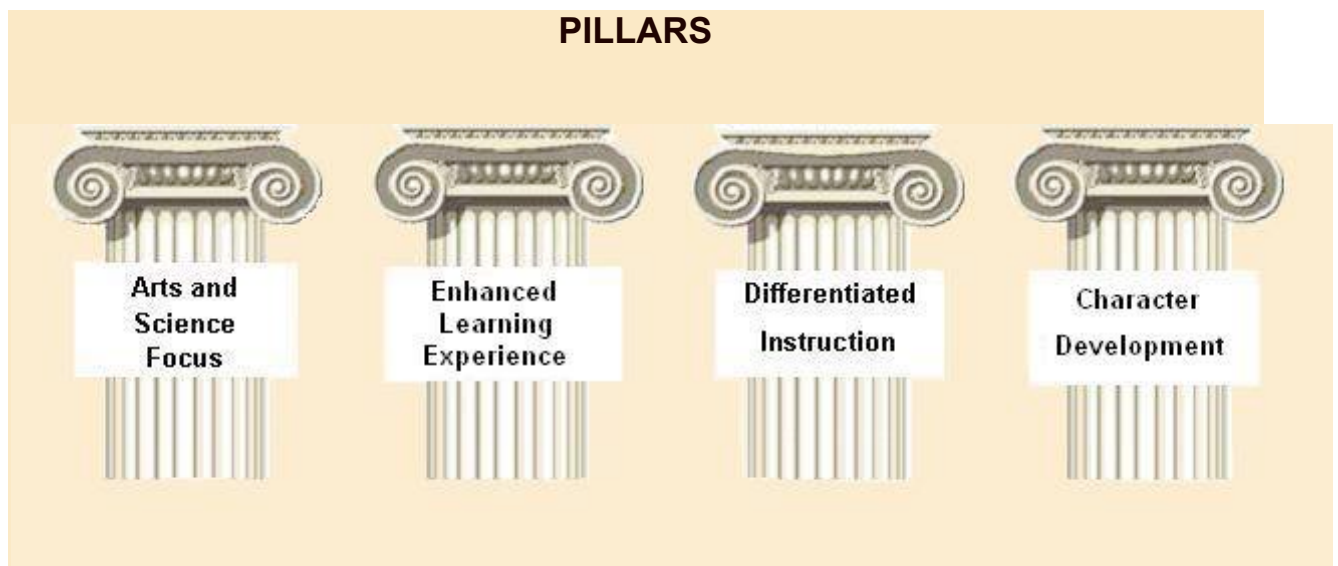
DaVinci Academy of Arts and Science will awaken a passion for learning through an enriched and individualized approach to education. Students, parents and teachers will work together to ensure positive character development and build a strong foundation for higher education.

Vision

DaVinci Academy of Arts and Science will be known and respected for providing a dynamic educational experience in which students become lifelong learners with a sense of responsibility to society.

Pillars

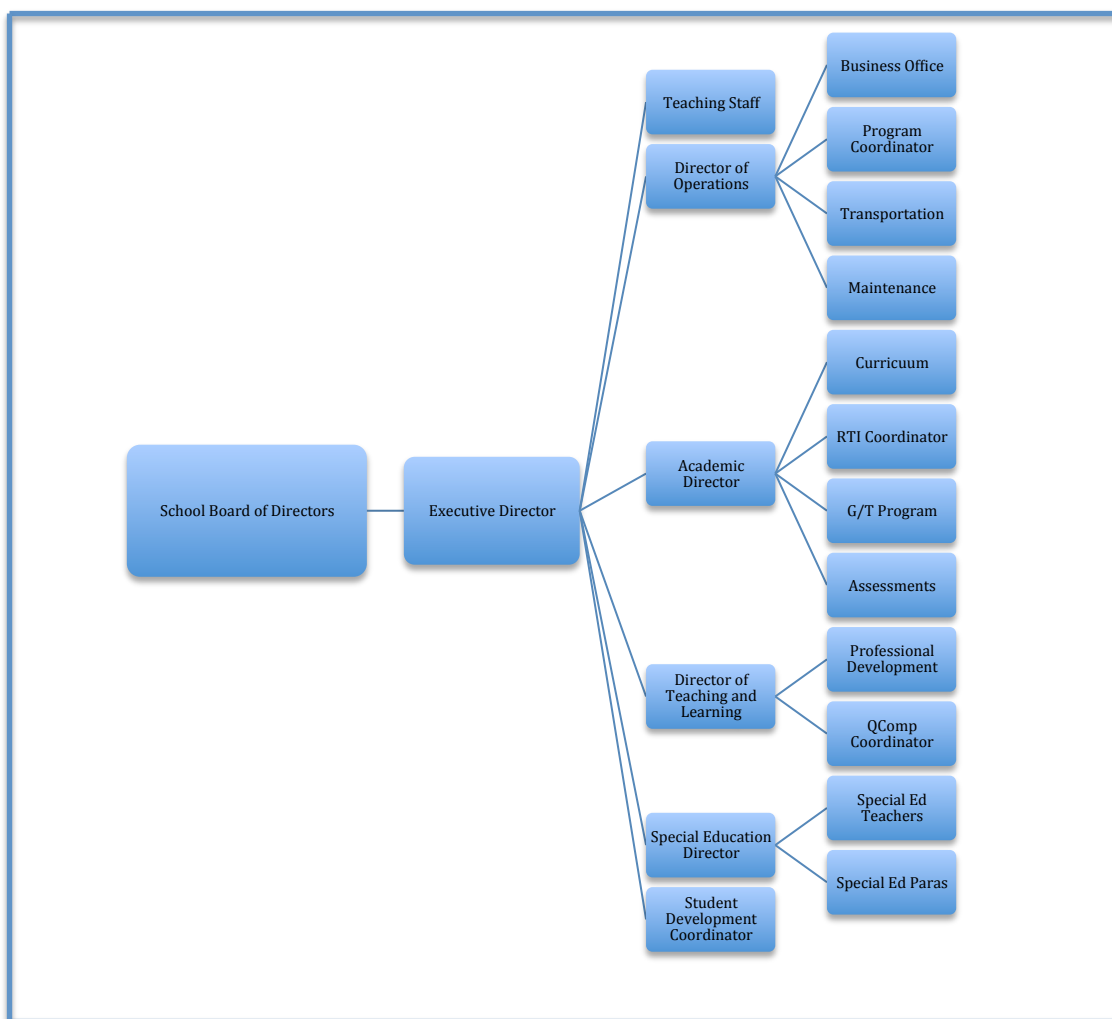
DaVinci Academy has four pillars that provide focus and direction to achieving our charter: Arts and Science Focus, Enhanced Learning Experience, Differentiated Instruction and Character Development. For further descriptions visit www.davincicharterschool.org/mission.



Governance and Management

DaVinci Academy of Arts and Science

Organizational Structure 2016-17



School Board of Directors

DaVinci Academy has a 1/1/1 model for its Board.¹ The full Board has nine positions consisting of three parent member positions, two community member positions, two teacher

¹ Minnesota law requires that a charter school have a board comprised of at least five nonrelated members and include: (i) at least one licensed teacher employed as a teacher at the school or providing instruction under contract between the charter school and a cooperative; (ii) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (iii) at least one interested community member who resides in Minnesota and is not employed by the charter school and does not have a child enrolled in the school. The

positions, and two At-Large positions that can be any of the three. Board members participate in required training in finance, employment and governance. The committees of the Board are working committees and the Board has not delegated any authority to the committees for decision-making. The Board holds strategic planning meetings at least annually, and at least once each calendar year assesses its committee structure.

DaVinci Academy has a Code of Ethics and a Conflict of Interest Policy that all Board members follow. Board members complete a conflict of interest and attestation of legal requirements form upon election or appointment to the Board. In addition, all Board members complete the forms annually. Elections and appointments to the Board are held in accordance with statutory requirements and requirements contained in DaVinci Academy's Articles of Incorporation and Bylaws.

DaVinci Academy's Board adopts policies, and the Executive Director carries out the day-to-day decision making to implement the policies. The policies include all those required by statute and additional policies that assist with effective governance of DaVinci Academy. The Executive Director reports to the Board and is the lead Administrator of DaVinci Academy. The Executive Director directly supervises three other administrators who each assist with various aspects of this responsibility. The Board has adopted qualifications for each of its administrators and in the case of administrative, supervisory or instructional leadership positions the qualifications include at least: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. Each Administrator is expected to attend MDE or other ongoing training related to their responsibilities, and where the administrator serves in an administrative, supervisory or instructional leadership position and does not hold a valid administrative license a professional development plan is created.

DaVinci Academy's enrollment policy is adopted every year by the Board in advance of the announcement for open enrollment and the policy is published on its website and distributed by other methods for open enrollment. The lottery process is reviewed annually and requires multiple steps to ensure the integrity of the process. DaVinci Academy has waiting lists for most grades and adheres to all requirements regarding preferences and open enrollment. In addition, DaVinci has strong controls and corporate practices, which are evidenced by the audits issued by our external auditor.

board may include a majority of teachers described in this paragraph or parents or community members, or it may have no clear majority.

School Board Membership

2016-17 School Year DaVinci Academy of Arts and Science School Board

SEAT	ROLE	TERM (Feb.)	NAME	POSITION
A	Teacher	2017-2020	Brian Mueggenberg	
B	Teacher	2015-2018	Michelle Ingram	
C	Community	2015-2018	< open >	
D	Parent	2016-2019	Mark Guy	
E	Community	2016-2019	Valerie Slaymaker	Treasurer
F	Parent	2017-2020	Andy Wallschlaeger	
G	Parent	2017-2020	Melanie Persellin	Secretary
H	At-Large	2016-2019	Ross Meisner	President
I	At-Large	2015-2018	Matt Manning	Vice President

School Management and Administration

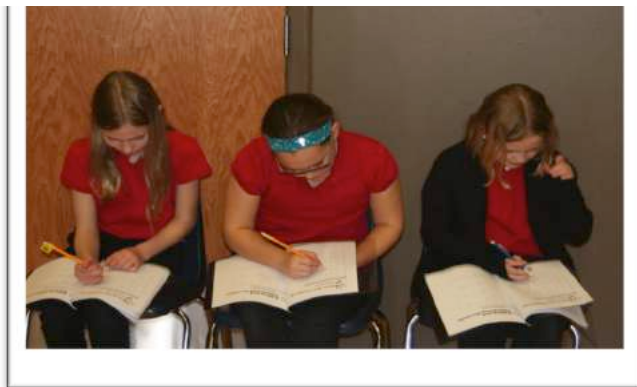
The 2016-17 school administrative team included an Executive Director, Academic Director, Special Education Director, Director of Operations and Student Development Coordinator. In January of 2017 we added a Director of Teaching and Learning in order to prepare for the expansion, which includes the hiring and professional development of 16 classroom teachers, 3 Special Education teachers and numerous other staff positions. All of the administrators continue to advance the mission, vision, pillars, and goals of DaVinci Academy with commitment to the ongoing development and well being of its students, teachers, and staff. Under the direction of the school board, the Executive Director assumes overall responsibility for all personnel, facilities, services, programs, and operations of the school in accordance with: (1) the written charter of the school; and (2) all other applicable federal, state and local laws and regulations.

Staffing

The following table contains information for all members of the 2016-17 school management and administrative team and staff members employed by the school who did not serve as a classroom teacher.

Name	File Folder Number	Assignment	Years Employed by the School	Not Returning 17-18
Debra Lach		Executive Director	5	
Terry Moffatt	433785	Academic Director	6	
Gregg Eldred	288106	Student Development Coordinator	6	
Holly Fischer	346637	Director of Operations	9	
Jenelle Moehn	423052	Director of Teaching and Learning	.5	
Stephanie Bacigalupo		Business Office Manager	9	
Lee Swearingen		Administrative Assistant Volunteer Coordinator	5	x
Chad Holm		Custodian	8.5	
Elizabeth Andringa	441611	ELL/Title	6	
Clara Jackson		Paraprofessional	7	
Abigail Dix		Paraprofessional	5	
Charlene Winter		Paraprofessional	4	
Deborah Peterson		Paraprofessional	6	

Traci Lawrence		Paraprofessional	4	
Britney Holle		RTI Paraprofessional	4	
Miranda TenNapel		Lunchroom Supervisor Library Para	2	x
Nicole Hartfield		Office Asst. ½ time	2	
Brenda Gerard		Office Asst. ½ time	4	
Cassie Anderson		Lunchroom	2	
Melissa Barrows		Child Study Asst.	3	



Teaching Faculty

Name	File Folder Number	Assignment/ Subject	Years Employed by the School	Not Returning 17-18
Robyn Creary (Plucker)	473877	Kindergarten	3	
Megan Steinbruckner (LeSage)	437892	Kindergarten	5	
Katie Borg	470023	First Grade	4	Returning - Switch to K
Katie Mannella	442018	First Grade	9	
Cristina Mitchell	461924	Second Grade	7	
Jessica Wendorf	480491	Second Grade	1	
Amy Morgan	440281	Third Grade	7	
Kelly Zender	395902	Third Grade	3	Switch to G/T
Danielle Hudrlik	494585	Fourth Grade	1	Switch to 3rd
Siobhan Payne	431506	6 th Grade Sci.	4	Switch to G/T
Michelle Ingram	448876	Fourth Grade	2	
Diane Green	434694	Fifth Grade	1	X
Lunden Kelly	481198	Fifth Grade	1	
Bobbi Keeley	429130	6 th Grade SS, RTI	1	Switch to RTI
Gabe Thompson	444082	7-8 th grade math	4	

Anders Lundahl	346637	6-7 th grade ELA	5	
Aaron Melander	453187	7-8 Social Stud.	7	
Brian Mueggenberg	467872	7-8 Math	4	
Stephanie Severson	434605	7-8 ELA	6	
Nicole Brown	432482	6-8 Science	3	
Mark Slechta	433135	Phys.Education	8	
Amy Nguyen	462369	Art	4	
Ashley Fohrman	442968	Music	2	
Mike Hebert	390224	Music	5	
Cassie Brown	469984	Spanish	4	X
Collette Davis	282844	Special Ed.	3	X
Marwa Sallam	291448	Special Ed.	5	
Jenna Bolduc	491141	Special Ed.	2	
Amy Wietgreffe	440895	Special Ed.	2	
Ruth Thom	376549	Gifted/Talented	3	

School Enrollment

DaVinci Academy admits students of any race, color, sex, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at our school, and does not discriminate on the basis of race, color, sex, sexual orientation, or national or ethnic origin in administration of our educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

All interested parties are encouraged to access our website to download the enrollment application: www.davincicharterschool.org. If no internet access is available, a promotional brochure and application form for each child is sent upon request. An application form is all that is needed to secure a space on the waiting list. An enrollment packet is not filled out until a position in a classroom has been secured.

Enrollment applications are accepted at any time and all names submitted by January 31 are put into the lottery for the next school year. The lottery for class openings in each grade is held in February for the following school year. On that date, all lottery applications are pulled randomly, by grade level, and if applicants exceed openings for each grade they are placed on the waiting list sequentially. This process is overseen by a minimum of one person from the administration, one school board member, and one teacher.

Students whose names were included in the lottery that obtain sibling or staff child status after the lottery is held will be placed on the sibling/staff waiting list according to their lottery number. Students who become siblings or a staff child that were not part of the lottery process (and therefore not assigned a lottery number) will automatically be placed at the bottom of the sibling/staff waiting list for that grade level.

This process repeats each year in February. Waiting lists remain in place for one school year. All applications are included in the lottery. Siblings or staff children are drawn from the lottery first and sibling/staff preference remains, as dictated by statute.

Previous students who have withdrawn will be subject to the same policies and lottery process.

Enrollment

The following table identifies the number of students enrolled at the school on October 1 during each school year. Note that in 2014-15 we changed from 3 half-day kindergarten sections (54 slots) to 2 full-day kindergarten slots (36 slots).

School Year	K	1	2	3	4	5	6	7	8	9	Total Enrollment
2008-09	34	33	18	28	20	25	12	N/A	N/A	N/A	170
2009-10	50	47	50	25	25	25	21	20	N/A	N/A	263
2010-11	50	50	50	50	49	50	25	25	25	N/A	374
2011-12	52	52	52	52	52	52	50	25	23	N/A	410
2012-13	54	52	48	50	48	47	52	43	20	11	425
2015-16	36	52	53	53	52	50	48	48	41	N/A	433
2016-2016-17	36	51	52	53	52	50	50	50	47	N/A	441



Student Attrition

The attrition rate of students has been low and predictable over the past three years. When reviewing student attrition data, the majority of student attrition is due to family circumstances such as relocation, new jobs or change in family structure. The following chart shows the number of students who left during the school year, per grade.

Grade	K-6 Charter 2008- 2009	K-7 Charter 2009- 2010	K-8 Charter 2010- 2011	K-8 Charter 2011- 2012	K-9 Charter 2012- 2013	K-8 Charter 2013- 2014	K-8 Charter 2014-2015	K-8 Charter 2015-16	K-8 Charter 2016-17
Kind.	1	1	0	3	0	2	1	0	1
First	1	1	0	0	1	2	0	0	0
Second	0	0	2	0	2	1	2	1	0
Third	0	0	1	2	0	2	0	1	1
Fourth	1	2	0	0	1	0	1	0	0
Fifth	0	0	2	2	2	0	2	1	2
Sixth	1	0	1	1	1	2	0	0	2
Seventh	-	1	0	0	0	1	1	1	0
Eighth	-	-	1	1	1	0	0	0	0
Ninth	-	-	-	-	6	-	-	-	-
Total	4	5	7	9	14	10	7	4	6



Academic Performance

As stated above, DaVinci Academy of Arts and Science was named a National Blue Ribbon School of Excellence for Exemplary School Performance in 2016. The Minnesota Commissioner of Education nominated 8 Minnesota schools and 5 received the National Blue Ribbon School Award. In 2016 this national honor recognized 279 public and 50 private schools. All schools are recognized based on all student scores and subgroup student scores.

Exemplary High Performing Schools are among their state's highest performing schools as measured by state assessments or nationally normed tests.

For 2016-7, DaVinci Academy limited class sizes to 18 for kindergarten, 26 for grades one through five, and 25 for grades six through eight. DaVinci Academy provided a challenging educational experience to all students, focused on the arts and sciences. At DaVinci Academy, the Core Knowledge Sequence is used to ensure students receive a holistic education and to encourage life-long learning. The curriculum is supplemented to support the Minnesota State Standards, when necessary, to ensure students are meeting state criteria as well.

DaVinci Academy focuses on the whole child, encouraging their success through Data Driven Instruction and differentiation. DaVinci Academy realizes that all children do not learn uniformly, thus DaVinci Academy strives to meet each individual child's needs. We encourage each child to meet and exceed his/her goals for education.



2017 MCA Test Results

Math	State Average	2017	2010	2011	2012	2013	2014	2015	2016
Grade 3	68.1	84.6	92.0	94.0	94.1	85.4	87.0	88.5	92.2
Grade 4	66.8	82.4	84.0	86.0	94.2	89.8	83.3	78.0	84.3
Grade 5	57.1	71.7	52.2	55.1	73.1	71.8	69.4	73.5	71.4
Grade 6	55.5	72.7	57.1	52.0	54	49	86.7	82.6	74.5
Grade 7	54.9	82.6	40.0	66.7	56	66.7	64.1	95	80
Grade 8	58.2	84.1	NA	72.0	60	88.3	78.1	82.8	97.5
All Grades	58.7	79.9							
Reading	State Average	2017	2010	2011	2012	2013	2014	2015	2016
Grade 3	56.8	71.2	92.0	84.0	96.2	75	82.6	75	84.3
Grade 4	57.0	76.5	80.0	74.0	92.3	69.4	68.8	58	58.8
Grade 5	67.5	78.3	73.9	65.3	76.9	78.6	81.6	75.5	81.6
Grade 6	63.4	79.2	90.5	80.0	75.5	61.6	80.0	87	85.1
Grade 7	57.6	83.0	70.0	79.2	72	61.1	66.7	90	80.0
Grade 8	58.9	84.1	NA	60.0	92	63.1	65.6	82.8	87.5
All Grades	60.2	78.5							79.2
Science	State	2017	2010	2011	2012	2013	2014	2015	2016
Grade 5	60.0	91.1	52.2	65.3	56.8	91.1	93.9	77.6	85.7
Grade 8	46.2	71.4	NA	32.0	52	70.6	68.8	58.6	87.5
All Grades	54.2	81.6							86.5

Innovative Practices and Implementation

The school year at DaVinci Academy was a successful year on many levels. Following are some examples:

1. Focus on Arts and Science

a. In 2016-17 we had 3 bands, 2 orchestras, and 3 choirs. All students participate in a science or inventors' fair and an art show where their work is displayed. We had a school-wide dramatic play, a musical, and a talent show in which many students participated.

b. Students participated in a variety of week-long intersession courses that had a focus on arts and/or science. Classes included: History Through Film, Physical Fun, Ultimate Art, Things that Jump, Arte Espanol and others.

2. Educational Best Practices

a. High Quality Charter: In 2016-17 we were again designated as a High Quality Charter School by the Minnesota Department of Education.

b. Small Class Sizes: We cap each class at 18 in kindergarten, 26 in grades one through five and 25 in grades six through eight. This ensures that students are able to receive individualized attention from the teacher.

c. Data Driven Instruction: We have continued to use data-driven assessments in reading and math for all grades. Data-driven instruction is a process that includes teacher-created assessments based on the Minnesota state standards. The assessments are given three times per year, followed by a period of re-teaching. Through the use of data-driven Instruction and re-teaching, we have seen improvements in both math and reading scores.

d. STEP Literacy Assessment: The literacy development of students in grades K – 3 is measured using the STEP Literacy Assessment. This assessment is conducted three times per year. This enables educators to implement a

developmental approach to teaching reading, using evidence to inform instruction and introducing targeted interventions based on that evidence.

e. Eagle Bluff Environmental Learning Center: In the fall, students in grades 6-8 attended a three-day retreat at Eagle Bluff Environmental Learning Center in Lanesboro, MN. The students participated in a number of activities that were designed to build environmental awareness as well as facilitate team-building within and among the grade levels.

f. Gifted and Talented Instruction – We have an Advanced Academics Resource Coordinator who conducted pull-out classes in reading and math and also went into the classrooms to present lessons that involved higher level thinking skills. This teacher orchestrated student participation in the Young Inventor's fair, the ZooMS Challenge, and the Math Master's Competition.

g. Extracurricular Activities - We continued to offer a variety of extra-curricular activities. We ran four 5-week sessions of various activities including chess, arts and crafts, readers' theater, flag football, science club, adventure club, and juggling, to name a few. We also offered competitive sports that ran over several months of the year. We had a soccer team consisting of students in grades 4 – 8. Basketball continued to be the most popular sport. We had 10 teams that included students from grades 2 – 8.

There were also academic activities that were offered outside of the school day that students prepared at home. These activities were Continental Math League, Word Masters, Battle of the Books and Math Masters. We sponsored the first network wide Battle of the Books for Friends of Education charter schools and had 10 participating schools representing hundreds of students.

h. SPARK day – In order to spread our PBIS program into the community, the middle school students participated in a SPARK day. Some students went to various elderly homes to sing and play music; some students conducted a free car wash to anyone who stopped by; and some students cleaned up trash along the nearby highway. This was a coordinated way for students to give back to the community.

Professional Development

Progress toward 2016-17 Professional Development Plan

Debra Lach
Executive Director

During the 2016-17 school year I attended the following trainings and workshops:

DATE	Training
6/28/16	Communications Webinar
6/29/16	Clifton Larson Allen Networking
7/21/16	Friends of Education Directors Network
7/26/16	Summative Evaluations Workshop
7/27/16	Minnesota Charter School Conference
8/3/16	OSHA training
8/3/16	Medication Administration for School Personnel
8/5/16	Rick Wormelli FOE United in Best Practice
8/24/16	FOE Board/Admin Networking
9/1/16	MDE PBIS workshop
9/29/16	MACS Annual Meeting, Public Policy Forum
9/30/16	Employment Law for Charter Schools
10/1/16 – 3/30/17	Coaching Teachers: Promoting Changes that Stick, on-line course
10/4/16	Growth Strategies for Charters
10/25/16	SPED Fiscal Compliance
11/2/16	MACS Regional Meeting
11/17-18/2016	National Blue Ribbon School Conference
12/12/16	FOE Directors Network
12/31/16	SPED Fiscal Compliance
2/1/17	MACS Regional Meeting

Progress Towards 2016-17 Professional Development Plan

Terry Moffatt

Academic Director

During the 2016-2017 school year, I attended the following trainings and workshops:

- STEMfuse Webinar
- Infinite Campus Training
- FOE Back to School Conference
- FOE Reading Instruction Workshop Series
- “School within a school” workshop at MDE
- Gifted/Talented Resource Workshop Series
- School Culture workshop through Indigo Education
- “Anxiety in Children” workshop
- National Blue Ribbon Conference
- Depth of Knowledge Training
- Warning Signs of Mental Illness and Suicide Prevention
- Tierney Technology Showcase Event
- ESSA webinar and workshop

I also attended various workshops at MDE and Friends of Education.



Operational Performance

1. Fiscal

DaVinci Academy ended the year with a positive general fund balance of approximately 33% (unaudited results – see finance section below).

2. Enrollment

In 2016-17 we started the year with 441 K- 8 students and ended the year with 435 K-8 students.

Finances

DaVinci Academy continued to demonstrate effective management of its finances by ending the year with a positive fund balance. The Executive Director had overall responsibility for the management of the finances and worked with the Budget and Finance Committee to monitor finances, report financial information to the school board monthly, and establish, monitor and revise the annual budget. The Executive Director was assisted by one business office assistant, and by the accounting agent DaVinci Academy contracts with (cmERDC), who helped ensure that proper classification of all transactions were kept and reported to the MDE on a timely basis.

The conservative nature of the school board helped assure that DaVinci Academy was aware of the industry's best practices, while finding ways to provide high levels of professionalism in fiscal management with our limited resources. The policy of DaVinci Academy is to have the school board adopt the annual budget by June 15 preceding the school year and utilize it as a guideline for expenditures over the course of the year. Over the year, the Budget and Finance Committee reviewed and reported to the school board monthly regarding the budget versus actual expenditures and noted deviations and their causes. The school board adopted revisions to the budget as needed during the school year, due to significant enrollment, revenue and/or expenditure changes. We have been able to maintain this high level of budget discipline despite the added challenges and costs associated with building the new campus

According to UFARS the key preliminary unaudited financial results for the 2016-17 fiscal year are:

Net Revenue General Fund - \$5,049,384.49

Net Revenue all Funds - \$5,186,079.30

Net Expenses General Fund - \$5,003,588.19

Net Expenses all Funds - \$5,137,720.38

Surplus - \$45,796.30

Fund balance of \$1,666,550.84 or 33% of General Fund expenditures

Audit

Like all public school districts in Minnesota, we conduct an independent audit each year and report the results to the DaVinci Academy community and the State of Minnesota. For the 2016-17 school year we engaged BerganKDV. In the previous audit year we received a clean audit. As the audit report for 2016-17 has not been finalized, all numbers in this report are preliminary. The audit results will be posted to our website as soon as they are available.



Future Plans and Program Challenges

Although we had many successes throughout the 2016-17 school year at DaVinci Academy there were also program challenges that were addressed.

1. Site Expansion

In the spring of 2015 we applied for a planning grant for a replication school, received funding, and began strategic planning for a replication K-5 school. In 2016, we received bond financing, purchased land in Ham Lake and started construction in June of 2016. The planning and supervision of the construction for the building and the 20-acre site have been very time consuming and will continue to be for some time to come until we are settled into our new school home.

2. Enrollment Expansion

The school expansion calls for us to double the students in each grade over the next several years. Therefore, we added over 300 students to our enrollment following the February lottery. The administrative team reached out to each family and arranged meetings with most of them during evenings and weekends in the spring in order to engage them in the community and make them feel welcome. We started the 2017-18 school year with over 700 students.

3. Staff Expansion

In order to effectively serve our expanded enrollment of over 700 students next year, we started recruiting and hiring of new staff in January 2017. Our staff has almost doubled in size to accommodate an additional 14 classes, more support services, DaVinci Den (an after school care program), and support for the expanded school building and campus.

Authorizer

Friends of Education (Friends) has developed an Oversight and Accountability Plan which articulates school goals with respect to academic performance, fiscal management, legal compliance, and governance. Friends' monitoring of these critical areas is described below.

1. Academic Performance. Monitoring academic performance occurs through three basic avenues: testing, site visits, and review of annual reports.
 - (a) Testing. Friends requires regular testing – both proficiency and growth models -- to measure student performance and growth, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in its charter contract with its schools. Generally, however, testing data is reviewed each semester to ensure that the goals of the schools are being met, both in terms of individual student performance and growth and for the school as a whole. Testing data is compared with other schools to measure performance.
 - (b) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits generally include interviews with the school leader, business manager, selected school teachers, students, and available parents and school board members. Friends' site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment, promoting the academic goals. Site visits may be conducted by individuals contracted on behalf of Friends; such individuals may or may not identify themselves to the school as performing a site visit on behalf of Friends.
 - (c) Annual Reports. Friends requires that the school prepare an annual report which details the school's evaluation of meeting each of its academic performance goals.
2. Finance. Friends' oversight of financial affairs is accomplished primarily through a review of the school's financial statements and independent audit.
 - (a) Financial Statements. Prior to July 1st before school opening, the school must submit to Friends an annual budget adopted by the school board. The school must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and

actual expenses and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved. Friends strongly encourages, but does not require, that its authorized schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

- (b) Independent Audit. By the date specified in its charter contract, the school must submit to Friends its independent audit report along with any school management response.

As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and school board members may reveal financial concerns.

- 3. Reporting and Legal Compliance. Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.

- (a) Annual Reports. Friends requires each school to submit an annual report which details the school's evaluation of meeting State of Minnesota reporting requirements.

- (b) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits generally include interviews with the school leader, business manager, selected school teachers, students, and available parents and school board members. Site visits may also include a review of pertinent files. General observations, interviews, and review of selected files during site visits facilitate determination by Friends of the school's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes. Friends also asks that the MDE inform Friends if the school is not reporting properly and to share copies of all pertinent correspondence between the school and the MDE. Friends adopts a similar procedure regarding compliance with local, State and Federal laws.

- 4. Governance. The school must submit school board meeting minutes to Friends on a timely basis, generally prior to the next scheduled school board meeting. Friends may attend school board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by the school.

Remediation. Should an authorized school fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends engages in a range of possible interventions, including: (1) Friends notifies the school leader or School Board Chair of areas of concern; (2) Friends formally notifies the school board of areas of concern and may ask that the school board adopt a performance improvement plan; and (3) Friends initiates a notice and action plan whereby authorization will be withdrawn. Friends complies with all State of Minnesota requirements regarding authorization withdrawal.

Authorizer Contact Information:

Friends of Education

Beth Topoluk

200 East Lake Street

Wayzata, MN 55391

Charter Contract Expiration Date: June 30, 2019.



Dissemination of Information

We disseminate information about how to use the offerings of our charter school to parents of low-income families and communities, students of color and students who are at risk of failure through our Title 1 program. We have a range of methods to involve parents of children served through Title 1 and other families in the school. We have designed a school pledge (compact) which parents sign in which parents and family pledge to help children do their best by being involved with the school, establishing a time and place for homework and providing help if student needs it, helping children attend school every day-on time and in uniform, and helping students follow the school rules. Student/teacher conferences are held twice a year. The Title 1 staff works with the teachers and parents to help parents understand the state's academic content standards and the school curricula, the state's academic achievement standards, state and local assessments, requirements of Title 1, how to monitor their student's progress through the Infinite Campus Parent Portal and by other means, and how to work with educators at DaVinci Academy. We also schedule phone calls at least once per trimester for parents of children receiving Title 1 services.

The Academic Director and the Title 1 staff work with administrators and other staff to educate teachers on how to reach out to, communicate with, and work with parents as equal partners, on the value of parents in the educational process, and in how to implement and coordinate parent programs and build ties between home and school.

Staff and teachers call home on a regular basis to report both positive and negative feedback on student progress. Parents are regularly invited into the classroom to support student learning. Parents also have access to information on teacher's webpages with assignments and projects updated weekly. We have a full-time Student Development Coordinator who focuses on working with students and also provides necessary resources and referrals to parents regarding additional services for their families as necessary.